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# The Prairie View Standard

VOL. XVIII.    Prairie View State Normal and Industrial College, Prairie View, Texas, January 1932.    No. 4.

## A REVIEW OF THE COTTON SITUATION

By Prof. Walter R. Harrison, B. S., M. S., Professor of Rural Economics, Prairie View State College.

In the South, there is a tendency toward a change in Agricultural practices, brought about by evolutionary factors over which the farmer has little control. The farmer is compelled to change his agricultural practices in order to meet the changing needs of our modern civilization. It is the purpose of this article to show the three following major problems that the Southern farmer faces in the production of cotton. 1) Competition in the production of cotton from foreign countries. 2) Competition of competing fibers such as silk, rayon, linen, and wool. 3) Increasing the consumption of cotton.

### 1. Competition in the production of cotton from foreign countries

The bulk of cotton grown in the United States is the short staple that is  $\frac{3}{8}$  of an inch. We have seen that it is possible to grow cotton in many other countries, and while it is true that the natural advantages of the South have never permitted foreign crops to dominate the market, it is true that today, they are about now equal to our own. The progress of America's cotton has been linked with her foreign trade. Most of her foreign trade is with Europe. Europe has had a great textile development and hence has been an important market for American cotton. But the proportion of our exports to foreign countries is declining. Before the war, 1910-1914, the proportion of cotton exported averaged about 69 per cent; between the years 1921-1925, it fell to a little more than 50 per cent, while from 1927 to February 28th, 1931, it has fallen below 50 per cent. The importance of our foreign markets for American cotton is slowly diminishing. India and China are next to the United States, the largest producers of cotton. The chief competition of American cotton growers is in the production of cotton  $\frac{7}{8}$  of an inch. This short staple competes with India's cotton and all other short cotton grown in other countries. American long staples,  $1\frac{1}{4}$  inches and more compete with Egyptian and other foreign grown long staples.

As has been said, "If the American cotton farmer is to act intelligently in the management of his farm, he must be provided with adequate knowledge of the world's probable needs and the production of the various parts of the world to meet these needs. He must know not only the quantities produced in the various countries, but the comparative costs of production in each

(Continued on page 2)

## HOW TO PASS IN ENGLISH

By Prof. Earl L. Sasser, A. M., Professor of English

Three years ago, during one of the "Better English Week" programs I attempted to speak on a subject which I thought might interest an audience which had at least a slight interest in language and speech. My topic, "The Levels of English," was an attempt to simply point out that there were different levels of speech. In other words, that we did not use the same quality of English when talking familiarly with our home folk that we did when we were in the classroom, or that we do not talk like the book, nor do we use the same quality of language on the athletic field that we do on the platform. At the time of my speech, I thought I had made a fairly worthwhile presentation, for, afterwards, I duly received remarks of commendation from various persons, some of whom I knew had not understood in the least what I was trying to say. But, then, had I not talked loud with my high pitched voice and used varied inflections and intonations? Thus had I succeeded in commanding attention of many who knew not whereof I spake. As time and the years have gone by, I have been more and more convinced that nobody knew or cared what I was trying to say, so that today, even the memory of that maiden platform appearance, to say nothing of what was actually said, has faded into the limbo of a forgotten past, if indeed, anybody save myself was ever aware of its existence any longer than I was talking.

Now the material for that speech was drawn from source books on speech and language. The material for my talk this morning, in part, is drawn from books, but it is strengthened with that virus of book-stuff out of which books are made, namely, experience. After watching English in action here at Prairie View three years, I feel that I am better able to say something about this matter of "Better English" here on our campus. In planning this approach to you, I have tried to stay close to the ground, close to your experience, close to our situation, close to English at Prairie View. So

Listen my children and you shall hear

Not of the midnight ride of Paul Revere

But how to pass English at Prairie View

And make "Better English" every week a truth.

The phrase "every day, in every way, we're getting better and better" might well be paraphrased to "every year in the English sphere we're getting better and better" for facts bear us out. Our freshmen, as a whole are better than those of last year. The median score

(Continued on page 2)

## THE COTTON SITUATION—

(Continued from page 1)

of the competing regions of the world, including cost of putting the product on the common market."

Since a large part of the American crop is exported to other countries, one adequate protection against competition is to improve the cotton industry by growing a better quality and fewer varieties, and by growing it more cheaply than the other countries.

In spite of American surplus of cotton, India and Egypt have continued to increase their exports. If the American farmer would stick to better lengths, he would have no competition.

Though Texas is the greatest cotton state in the world; at New Braunfels, a textile mill has to go out of the state for cotton which staple would be necessary to meet its needs.

### 2. Competition of competing fibers such as silk, rayon, linen and wool

The consumption of cotton has been decreasing due to the consumer's preference for softer textiles, especially silk and rayon, because of their quality, cheapness, beauty and low cost of laundering them. The world production of silk in 1925 was 88,052,000 pounds, in 1929, it had gradually increased to 100,125,000. Keeping the same years in view, the United States production of rayon increased from 51,902,000 pounds to 122,066,000 pounds. The United States production of wool for the same years amounted from 253,907,000 pounds to 308,947,000 pounds. It can be said that the consumers would use more if more were produced. The world's production of flax for linen is about 1,250,000 pounds and is showing a tendency to increase. In view of these competitors of cotton, rayon may be considered as a real one. Rayon as finished goods in the United States is sold in the main to the low income groups, particularly through the South and Southwest.

The production of an inferior type of cotton is facing a new problem of style changing to a very large degree. The trend is strongly toward a better class of product. The enormous cost of laundering has almost eliminated the old fashioned petticoat and other cotton garments. They are being replaced with a finer and softer fabric which can be washed in the home. American men, too, in the case of shirts and underwear show preference for softer textures. The more progressive textile operators in recognizing this situation, are readjusting their output as a means of keeping their business on a profitable basis. There may be many other causes which affect the cotton industry, but the greatest cause is the deterioration of the cotton itself. Perhaps the greatest improvement lies in the field of production. The improvement should take place in form of a better quality, and through lower costs of production. By using seed of high quality, the cotton farmer increases his chances of producing cotton of higher market value. By intelligent and great care in preparation of the soil, control of insects, harvesting, he may improve the quality of his production. If his costs are low, his high quality product will yield him a high profit. The Department of Agriculture estimated that in 1928 the av-

erage yield was 153 pounds per acre, and the average cost of cotton production was above 17 cents a pound, whereas, yields of a bale per acre averaged a production cost of only 9 cents a pound.

### 3. Increasing the consumption of cotton

There have been various meetings in the South from time to time to plan to increase the consumption of cotton. A "wear more cotton" campaign has been staged to increase the consumption of cotton. It may be also that new uses may be found for it in the future. This is a good opportunity for the Rural Economist and the Agricultural Chemist. At the various state universities certain professors are very much concerned with the new uses of cotton. With this new interest, together with the related efforts of the United States Department of Agriculture, the cotton industry may emerge from the shadows into the sunshine and prosperity.

## PASSING IN ENGLISH—

(Continued from page 1)

made in our placement tests at the beginning of the term last year was 78.47; this year it was about ten points higher, being 87.8. Even the students in the Drill sections this year had a much higher median score than those of last year. Sophomores of this year are doing better work than those of last year. In spite of the showing made by juniors and seniors in the English test given the juniors and seniors, they too, on the whole are doing better work than those who preceded them. As we get and insist upon better students in the college the quality of English used is going to be better.

Some of us remember, others have read of that period of the World War when the Germans were making the big drive on Paris. The French were beaten to their knees but were doggedly holding on. The Germans seemed determined to enter Paris. It was during this time that the French coined the famous war cry, "Ils ne passeront pas"—they shall not pass. And they did not pass. In a letter to Principal Banks concerning the situation in English I used this same phrase. It is a policy of the department. We, the English faculty, have held more and more determinedly to this principle of action that they shall not pass, they shall not pass until they are thoroughly prepared. Our position may appear a little paradoxical in that while strongly holding to the spirit and practice of "they shall not pass" I am proposing, this morning, to tell you how to pass, for such is the topic of our discussion: How to pass English even at Prairie View or How we may have Better English at Prairie View.

One of the first steps towards passing and making possible Better English here is to understand the organization of the work. Let us then address ourselves to this question: How is the work of English at Prairie View organized?

For those students who come from unaccredited high schools, and who, through some form of test at the beginning of the term, indicate that they are not quite prepared to do the work of freshman English, we have provided classes in which you may get this needed

(Continued on page 3)

(Continued from page 2)

preparation. In many, if not most cases students fail to recognize that these classes are a blessing for them. If it were not for the opportunity these classes offer, these students would be doomed to repeated failure in freshman English for the simple reason that the work of freshman English is not what they need or can get. Incidentally, we have noticed that those students who do good work in the Drill sections make better freshman students than many of those who were admitted directly to the freshman class. This is a natural result for in the Drill sections the students get the solid background of essentials in English that are required in order to do freshman English. Let us then understand clearly this that Drill sections are for you a blessing, for they offer opportunity for you to get right at the beginning of your college career that solid basic background so necessary to all your future work. You will never regret having had the work. On the contrary, as you go on, you will be thankful that you took advantage of such an opportunity. Drill work done thoroughly now is the secret to creditable passing in future English work.

Passing then to the work of regular freshman English let us try to discuss these questions: What is it and Why is it?

Freshman English is primarily a course in written composition. After a review of grammar, written composition is the basic work. It is a course which attempts to get firmly fixed in you habits of correct usage in written discourse and to develop the power and habit of clear, simple expression of ideas.

Why there is such a course is simple. A large part of all your college work requires written expression. In order that both you and we may be reasonably assured that you will be prepared to do this written expression, we offer, right at the beginning of your college work, a course in composition or written expression. If freshman English is creditably done there need be no trouble with future work that calls for written discourse. If it is not creditably done, of course we calmly, yet positively and of one accord say "Ils ne passeront pas," they shall not pass. And it is all for your own good. How or why? Surely the answer is clear. To pass a student who is weak or even doing doubtful work in freshman English is to unkindly cripple him for all his future work, not only in college but after college, and that were the unkindest cut of all. We believe that if you clearly appreciate the fact that much of your college work now and in the future calls for written expression you will then clearly see the basic necessity for a deep fixing of habits of correct English usage and a thorough developing of the power to express in simple clear writing your own ideas. Such habits can only be formed—such power may only be developed by constant practice. One can no more learn how to write without much actual practice in writing than he can learn how to swim without ever getting into the water. How, then, is one to pass the work of freshman English? By studiously observing the following two points: First, by understanding what freshman English is and why it is such a necessity;

second, by exercising a determined effort through constant practice to fix habits of correct usage and to develop power in clear, simple written expression. Write and re-write till you get it all right.

In the sophomore year we have both uniformity and variation. Uniformity in the instance of Public Speaking. We have felt that every student in and above the sophomore year should be able to conduct himself with command, poise and ease before a public audience, that he should have something to say and be able to say it. In order that he might be prepared for this we have provided a course in essentials of Public Speaking.

You as well as I have been embarrassed, chagrined and disgraced by speakers from right here among us attempting public discourse with nothing to say, or with something to say but unable to get it out effectively, or with nothing to say and unable to say that nothing. You as well as I have been embarrassed, chagrined, and disgraced by the atrocious murder of grammar by speakers from right here among us. Through our Public Speaking courses we are trying to avoid repetition of these instances. Often we get excuses to this effect: "I know what I want to say but I just can't say it." Well, our courses are not theory courses. Theory must be combined with practice. One's proof of a course in cabinet making is that the student actually make a cabinet. The proof of a course in Public Speaking is that the student actually make some public speeches. Our courses, as you see then, are not only theory but theory supported by practice.

The excuse, "I know what I want to say but I just can't say it," is inadequate, for we cannot read your mind and so discover what it is you know but can not say. We have, therefore, hit upon a simple little device of discovering your unuttered thoughts. We can not read your mind but we can read your papers. We therefore, insist that speeches be put in proper manuscript form before they are delivered. Whenever you deliver a speech, the manuscript of which has not been approved by your teacher, you may know then and there you are not following the policy of the English department. After the speech is written there is no objection to the use of an outline during its delivery; but the use of the outline is only permissible after the speech is in proper manuscript form. This incident, which some of you may remember, may help you see why we adopt such procedure.

I was appointed coach of a certain class debating team. I urged the members of the team to write out their arguments but they repeatedly answered, "Oh! we know what we are going to say," and they never committed their arguments to paper. The other team quite assiduously and in due form prepared their arguments in manuscript. It is needless to say that on the stage the night of the debate the team which had prepared its manuscript made the other team appear pitifully absurd. The team which had told me that they knew what they were going to say when actually in the act of attempting to say it on the stage before the audience discovered that they did NOT know what they were going to say after all. To avoid such similar

(Continued on page 5)



## The Prairie View Standard

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W. Rutherford Banks .....Principal  
Napoleon B. Edward.....Executive Secretary

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"Modern Society is calling as never before in our lifetime for leadership, for men with vision or character, with trained intelligence, with Hope and Confidence in their finer Humanity that is to come. And where shall such men be sought, where shall they be bred, if not in our Colleges and Universities, where are gathered all that history and civilization and science and art have to teach us of God and man and nature."—Dr. J. R. Angell.

### CONTRIBUTE

All journals published for the welfare of any people or interests are essentially social agencies. Taking this view these journals must have the cooperation of society not only by reading its columns and by becoming subscribers, but it is plainly to its interest as well as interest of the journals to contribute in the way of news or articles which may be helpful to the readers and the public in general. These contributions may be by telegram, telephone or by written communications.

The Prairie View Standard, therefore, feels impelled to request teachers, ministers, farmers, and business interests as well as the public in general, having news or articles which they think will be helpful to its readers to send them direct to The Editor for publication. The Editor, however, reserves the right to reject any news or article which is considered inconsistent with the policy of the journal or contrary to the best interest of its constituency taken as a whole.

### DR. E. L. BLACKSHEAR MEMORIALIZED

A portrait of Dr. Edward L. Blackshear was unveiled at Blackshear Hall, memorializing the life and deeds of the ex-principal of Prairie View State College, eminent scholar and educator. Former teachers, students, and friends who knew Dr. Blackshear, personally, and seniors and juniors now enrolled in the college assembled early to witness the unveiling ceremony.

The memorial exercises were promoted and sponsored by Mrs. E. M. Green, assistant dean of women, who presided.

The memorial program was as follows:

1. Music.

2. Invocation—Prof. J. M. Alexander, Professor of Animal Husbandry.

3. Commemoration Address—Mr. G. W. Buchanan, Manager of the College Exchange.

4. Unveiling.

5. A Speech Delivered by Dr. Edward L. Blackshear, July 1908, Mrs. E. M. Green, Assistant Matron.

6. The Blackshear I Knew—Prof. P. E. Bledsoe, Associate Professor of Education.

7. A Parody, E. L. Blackshear, Napoleon B. Edward, Executive Secretary and Editor of the Standard.

8. Music.

The poem, a parody, written and read on the occasion by Secretary Napoleon B. Edward was as follows:

### BLACKSHEAR

Your name shall live in Texas' heart and home,  
Your deeds shall meet the coming years in peace,  
Your love shall soothe and bid the sorrows gone,  
And free the soul and give the poor release.

You touched the virgin youth with wisdom's hand,  
And made the great and lowly hear thy voice,  
Ignorance was driven from the land,  
And hope arose mid a loud rejoice.

As Master, Teacher, kind and just and wise,  
The truths you planted in the souls of earth,  
Are beaming bright beyond the cloudy skies,  
And ages shout the glory of your birth.

You came to teach and bind the broken heart,  
And nations loved and honored thee,  
And cried and moaned and wept when you'd depart,  
You lit a torch and made the meek and humble see.

### FOR WEST POINT

It is reported that Congressman Oscar DePriest of Illinois will present the names of Francis D'Angelus and B. O. Davis, Jr., for appointment to the United States Military Academy at West Point.

The fidelity and service of the Negro in the wars of the past are proofs more than sufficient that he should have the best training in both naval and military affairs that his country affords. The Standard would be glad to see the two youths enrolled in that famous war college at West Point.

### EXTENSION PROFESSORS

Two additional professors have joined the extension force of the college—Prof. Eugene S. Richards and Prof. Theodore Griffith. It was reported to the Standard that the professors will be connected with the extension schools at Beaumont, Houston and Nacogdoches.

Many of us own cars who do not possess a home for ourselves, nor a garage to put the car in and until we learn the lesson of getting along without some things, until we work up to them, some of us will live in huts the remainder of our lives.—The Oklahoma Eagle.

## PASSING IN ENGLISH—

(Continued from page 3)

occurrences we insist that all speeches be put in proper written form before delivery.

There is not a junior student here who should not be able to give good account of himself if called on to make a speech. Surely those of us who have tried to teach you and rehearse you in the art certainly have a right to and actually do expect you to make a good and representative showing; to rise to the occasion whenever you are called upon. "By their fruits ye shall know them." We are all watching and expecting only good fruit. Whenever I hear one of you up here or anywhere else speaking in soft, small, wee voice which you know can hardly be heard beyond the first row, or halting and stumbling with what you have to say, or murdering the good English grammar, or bluffing with a lot of gas, or generally flunking out—whenever such happens you may know that we are asking such questions as these: Did that student pass? What kind of student was he? What can be done to save him and us from damnation? "By their fruits ye shall know them." Bring us up then good sound fruit in the form of speeches that say something. As you realize that speaking is a powerful means of controlling human behavior, a thing we all want to do, you will become eager for opportunity to practice and develop power in this art of expression. We all have the desire to control the behavior, to have somebody else do what we want them to do. Power in speaking is one way of making others do as we want them to. Therefore, the development of power in this art should be the burning desire of every student.

You will remember that in the sophomore year we had both uniformity and variation. Uniformity is in the matter of public speaking, a course which all sophomores take. Now for the variables. First we have the course in Journalism which is required of all except students in Arts and Sciences. Once this course was elective, but we noticed that during one of the special August sessions in the work of the Agricultural College one of the chief courses was journalism. From this suggestion the very next term we made provisions whereby all agriculture, home economic and mechanic art students would get this needed training in journalism.

At once you will notice that journalism is a continuation of the Expression type of course but it presumes that one is proficient in the mere mechanics and fundamentals of composition. In short one must have done creditably the work of the Freshman English before he can do journalism in the sophomore year.

Examinations for the first semester, Prairie View State College, will be held January 21, 22, 23. The second semester begins January 25. The enrollment at that time no doubt will be considerably increased. The enrollment in all branches of the college up to and including January 2 was 621 as follows: Seniors, 115; juniors, 102; sophomores, 148; freshmen, 211; unclassified, 7; specials, 28.

## PANTHERS DEFEAT HORNETS

It is estimated that no less than 3000 people saw the Panthers defeat the Hornets of the State Teachers' College of Montgomery, Alabama, at Buffalo Stadium, at Houston, Texas, on New Year's Day. Coach Sam B. Taylor, the "Wizard of Northwestern," had whetted the Panther claws to a finish and the Hornets were ripped fore and aft and had to take the final count of 27 to 2 in favor of the Panthers.

The Alabama Hornets were game, hard fighters, but they were simply outclassed from every angle of pig-skin geometry. They lost, but they shall be ever remembered as clean, true, outstanding gridders by the thousands who witnessed the mighty struggle.

Other features which added entertainment to the brilliancy of the Panther-Hornet contest were the three bands: The cadet band of Prairie View State College, directed by Prof. O. Anderson Fuller; the Jack Yates High School band, directed by Prof. A. D. Ewell; and the Phillis Wheatley High School band, directed by Dr. Charles Johnson. Also there was the "Baby Stunt Troop," about six two and three year-olds, dressed in purple and gold, the dazzling and unchangeable colors of the rebouftable Panthers.

Officials: Williams (Kansas), referee; Law (Lincoln), umpire; Lowery (Wilberforce), head lineman; Young (Kansas City), field judge.

Touchdowns by Panthers: Sheton Mason, Johnny Roberts, Jimmie Dupree, and Malcolm Ashford.

Two committees have rendered invaluable assistance in moulding the Panthers into their present form as follows: Athletics—Dr. E. B. Evans, chairman; C. W. Lewis, L. A. Potts, Sam B. Taylor, C. H. Waller, J. B. Cade; Coaching Program—Dr. E. B. Evans, chairman; Sam B. Taylor, C. W. Lewis, E. L. Dabney, John Southern, H. J. Brown, J. B. Cade, Douglas Turner, C. H. Waller, J. E. Pierce, G. W. Reeves, O. A. Fuller.

## ACTIVITIES OF CLUB WOMEN AND GIRLS IN HOME DEMONSTRATION WORK

### Dallas County

The Annual Conference of the C. M. E. Church convened at Dallas, Texas, November 25-29. On November 28th the Extension Workers of Dallas County appeared before the body to represent the Extension Work.

Mrs. I. O. W. Hodge, Home Demonstration Agent, gave an account of the growth of Extension Work in the past 27 years and pointed out the possibilities of the work in the future. She displayed work in sewing, handicraft, home improvement and canning, to prove what has been done in Dallas County under the supervision of the Agent.

C. A. Walton, County Agricultural Agent, stressed the points already mentioned above and gave demonstrations in making a brooder for baby chicks. Serviceable drinking fountains, feed hoppers, heating equipment (constructed by club boys) were displayed and high points of each were touched upon. He discussed at length the care of baby chicks.

All seemed to have been benefited by the informa-



tion given by the agents and many promised to go home and do their bit about bringing Extension Service into their counties where there are no agents present.

#### Grimes County

Too much stress cannot be laid upon the importance of care of the home from the standpoint of health and sanitation. With the cold rains and muddy conditions in most rural communities much good can be done in giving advice as to proper heating and ventilation of building, proper clothing and foods, especially for the school children of the communities who have to go to school in all kinds of weather each day.

Mrs. Pinkie J. Harris, Home Demonstration Agent of Grimes county, during the month of November, made talks and held demonstrations in fifteen different schools. As a result, parents were persuaded to buy twelve pairs of shoes and eight coats of the recommended type for the children. Two families purchased rubber sheeting for the beds of small children. Care of the hair, teeth and nails and proper bathing of infants were stressed.

#### McLennan County

During the five days spent in food preservation, ten demonstrations were given in making relish, chow chow, tomato mincemeat and in beef canning. These demonstrations were given to 145 girls and women. The following foods were put up: Relish, 18 quarts; chow chow, 73 quarts; tomato mincemeat, 132 quarts. Three beeves were canned as follows: 112 cans steak, 97 cans roast, 84 cans stew, 117 cans chili, 87 cans of soup and 23 cans scrapple, making a total of 520 cans of food put up this month.

#### Cherokee County

Mrs. L. W. Ragsdale, Home Demonstration agent of Cherokee county, reports November as a busy month in canning beeves and sweet potatoes and making scrapple. Since introducing scrapple making in her county, the farm women and girls keep quite busy when hogs are killed. The bones are used for making soap, thereby causing no waste matter whatever when hogs are killed. One community club is busy canning beeves for other people than club members. Another club canned a beef weighing 400 pounds for a white family in the community. They canned stew, steaks, roast, scrapple, liver paste, chili, soup, and made sausage. A total of twelve beeves was canned during the month of November.—Extension Farm News.

#### MRS. J. A. GREENE, B. S.

Mrs. J. A. Greene, B. S., instructor in the school of arts and sciences, is very enthusiastic over the work of the special session of the National Baptist Convention recently held in Memphis, Tennessee. Mrs. Greene attended the session and took an active part in the deliberations of the convention. She was a member of the committee on the revision of the constitution.

Mrs. J. A. Greene is president of the Women's Baptist and Educational Convention of Texas, one of the most powerful and influential Christian organizations in the state.

Mrs. Greene is one of the ablest women of our group in the state and nation. She is loved and honored not only as one of our foremost educators, but also, for her deep and abiding interest in the civic and social welfare of the race in general. Generous, kind hearted and true, her beneficent influence for good is appreciably felt in every worthy enterprise of her people.

#### WHAT THE SCHOOLS ARE HELPING AMERICA TO ACHIEVE IN ECONOMIC PROGRESS

Delivered by Dr. William A. Hammond before the county institute (Brazos County).

The greatest gift of America to Democracy is free public schools.

The schools teach the future workman health habits which make him a better producer over a longer period of time. They uphold high standards, honesty and integrity without which business is impossible. They teach respect for ownership of property upon which our economic scheme is based. They teach respect for law and order which are essential to the peaceful conduct of business.

Rapid economic progress is impossible without a high grade of professional service. The professions of Medicine, Law, Teaching, Engineering and the Ministry have their origin in the laboratories and libraries of our educational institutions. The schools have only begun to contribute to economic progress when they create conditions under which business and industry can operate, when they have inspired youth with the desire to serve and have taught the fundamental skills of service in making a livelihood at trades and professions. The schools contribute more largely still to national prosperity by furnishing intelligent consumers of products of industry and business.

Education increases and refines wants. Specialized service develops to satisfy these wants. Thruout history the arts of civilization have been achieved to a degree proportionate to the intelligence and education of the people. Increased educational opportunity is a good business investment. A prosperous nation cannot be built upon the incomes of the ignorant nor upon the simple wants of the uneducated.

Thruout the nation, thousands of parents are visiting the schools to observe their needs and achievements. One achievement of the schools which thousands of citizens will submit to careful thought is the contribution of these popularly supported institutions to the economic prosperity of our nation.

Education and business are not antagonistic forces. To represent business as merely materialistic, acquisitive enterprise on the one hand or education as a detached and valueless mental gymnastics on the other hand, reveals an equally incomplete and distorted view of the real contribution of both of these great enterprises. The American free public school and American business are partners, each supplementing and strengthening the other. The relationship of schools to business and to the present depression is most vital. The schools draw from the proceeds of business the financial support which enables them to fulfill their im-

portant cultural, social, civic and business obligations. Without such support, the schools could not exist.

But the relationship is not a one sided affair. Schools in the first place, are important consumers of the products of industry. In the second place, education increases our wants and raises our standard of living, thereby developing old markets and creating new ones. At the same time education increases productivity and makes it possible to supply the things which the higher standards of living require. Moreover, education is an absolutely indispensable element of the environment in which business can thrive. It makes safe and congenial business relations possible. Finally, education supplies the research workers and other specialists who help business to improve its methods and out-put.

In the year of 1927-28 the schools spent \$382,996, 156 for capital outlay alone. This is no small item. The maintaining of such plants and the keeping up of such a program will do much to solve the nation's problem of depression. From the standpoint of the number of employees in the nation's leading industries the schools are a very important factor. In the number of people actually employed in industries the business of public education stands fifth; only agriculture, construction, railroads and textiles standing above the number of people actually employed in education. Standing in the amount invested above iron and steel above textiles, and above automobiles, and even the coal industry, the schools constitute one of the nation's greatest enterprises.

Educated people are good consumers. One purpose of a "back to school movement" is to see that the nation's people may be prepared to use the materials and products of the nation's machines. Of the men and women who are consuming the products of our great industries, such as automobiles, electric refrigeration, telephones, motor vehicles, radios, furniture, art materials—90 per cent of those who purchase these materials where profit is above the negligible point come from our public schools. Thus we see that the consumption of the nation's goods is absolutely dependent on the schools of the nation, and no problem now confronting us is more important than that the children of the nation should be enrolled in our educational institutions. Education is one of our fundamental basic industries.

Education causes an increase in the variety of human wants and needs in such a way that we are able to consume what our machines have produced. As I have often said, that the cave man had no pictures on his wall, no carpet on his floor, no motor is purring at his gate, no frigid air is in his kitchen; he calls over long distance never at all; telephones, telegraph, wireless, radio and communications mean nothing to him; he has no use for transportation; whether by automobile or pullman ticket; the products of art have no attraction for him; he does not adorn himself in beautiful clothes that come as a product of our sheep or cotton industry, neither does he care for shoes that come from the cattle that dot our plains. But lift this man in the scale of life; give him the opportunity to attend school; he wishes a house and land on which to build that house;

the real estate business is started, hardware firms will profit by his knowledge and education, art and industries flourish, the factory whistles commence to blow in order that he may purchase his furniture, and great movements of modern industry prosper because his wants and wishes have been lifted and refined. Give this same man a high school education and we have further increased business. Give him the opportunity for college training and we have lifted him into the sphere of great and mighty wants and urges, and at the same time given him the capacity to earn.

Your interest in your schools is a manifestation of your interest in the economic prosperity of our nation. Our depression schools are laying the basis for tomorrow's prosperity.

#### Children First

"You cannot legislate prosperity, you must educate prosperity."

In the face of danger or disaster on a sinking ship we would strike down anyone who attempted to save himself at the expense of a child. Children come first not only on sinking ships but in our hearts, our homes, our schools, and our churches. They are first. The race can save itself—can lift itself higher—only as children are lifted up. In this unique period of depression, with its extreme want on the one side and its extreme fortunes on the other, many schools are carried down to disaster—their doors closed—their funds cut off. Boards of education and other public officials are often hard pressed financially, but they cannot afford to give up the idea of CHILDREN FIRST. To do justice by the child it is necessary to do justice by the child's teacher. Teachers have never had full justice. Their salaries have always been low when compared with their training and their heavy responsibilities. They have never been able to maintain the standard of living which the character of their work calls for. We have never given to our American rural communities the leadership of a stable, well paid, well trained teaching profession. Teachers in cities have never received salaries in keeping with the pivotal importance of their service to the community. It is the common schools to which we must look for the training in skill and in character to enable us to rise above present conditions. This is a time when the homes need to keep close to the schools, when every parent needs to realize the human significance of educational service, the value of the teacher's work. It is for the parents to protect the rights of the children. Let's keep the children first.

In conclusion: I recall very vividly when a young doctor was an interne in a hospital that had just been destroyed by fire; he became disgusted and said that he could not stay to finish his internship although scores of carpenters were at work building a temporary structure that would be in readiness for operation in 48 hours; by way of comment I said to him that brick and mortar never made a hospital, it is the men in that hospital that make it, therefore, I wish to say to the teachers of Brazos County that the type of school building that you have to teach in, never will make a school but the teachers in that building will make the school.

## BRAZOS COUNTY INSTITUTE

The Colored Teachers Institute for Brazos County was held at Allen Chapell Church, Bryan, Texas, with Secretary Napoleon B. Edward, Prairie-View State College, as conductor. Although very heavy rains had fallen over the county, every teacher who could make his way answered to the roll call.

Every phase of the following two-day program was carried out in letter and spirit, calculated to be of help and inspiration to all engaged or associated in the art of teaching:

1) Opening song—Teachers. 2) Devotional Exercises, Dr. Jones, pastor, Allen Chapell Church. 3) Remarks, Mr. D. J. McDonald, County Superintendent of schools. 4) Importance of Home Training, Prof. W. L. Hughes, A. and M. College. 5) The Teacher: In the School and In the Community, Secretary Napoleon B. Edward. 6) How to Teach Geography, Prof. George B. Wilcox, A. and M. College. 7) The Importance of 4H Club Work, Mr. H. K. Hornsby, County Farm Agent, Brazos County. 8) The Importance of Teaching Thrift, Mr. J. L. Thomas, Bryan, Texas. 9) Round Table Discussion: What to Do for the County Fair Next Year, led by Mr. D. J. McDonald, County Superintendent of Schools.

Second Day: 1) Opening Song, Teachers. 2) Devotional Exercises, Rev. D. D. Dyer, Pastor, M. E. Church. 3) The Importance of Teaching Reading and Spelling, Prof. W. L. Hughes, A. and M. College. 4) Health in the Schoolroom, Miss Sodilia Wilson, County Health Nurse. 5) Why Reading Should Be Carefully Taught, Mr. D. J. McDonald, County Superintendent of Schools. 6) What Are the Schools Doing to Help America Achieve Economic Progress, Dr. W. A. Hammond, Physician and Surgeon. 7) Why and How Should History Be Taught, Prof. George B. Wilcox, A. and M. College. 8) Experience's Practical Contributions Gathered from the Medical Field, Dr. J. L. Thompson, Physician and Surgeon. 9) The Interscholastic League, Secretary Napoleon B. Edward.

## CHARITY NOT THE SOLUTION

By C. W. Rice

We are confronted with a situation today that has no parallel in our history, the question of unemployment, and attendant business depression. We are fighting a battle greater than the World War; we are fighting unemployment, poverty, privation and starvation, loss of morale, and despair. These conditions are causing the best minds to grope like children in darkness, trying to find a way out. Some government officials are advocating an increase in income tax rates, to be administered in financing public works. Heads of big industries are agitating the floating of so-called peace loans to alleviate the stress of unemployment. Another group is propounding the jobless insurance, and another, government dole. These proposals are all very fine, but at best they can only be temporarily palliative. Charity is not the solution, whether it be government dole, or

funds gathered from public or private organizations.

The only lasting and conclusive solution to the whole problem is EMPLOYMENT—steady, uninterrupted work for the six and one-half million American citizens who want to work and can't. In fact, the American laborer, the head of a family, does not want charity as his only hope. He is anxious to work. He wants a chance to earn an honest living to enable him to properly support his family, in accordance with the American standards of living.

We are living in a time when it is almost unbelievable that we have distress, hunger of millions, in the richest country in the world; plenty of everything, plenty of food products, cotton and wool, and yet we see people daily eating out of swill barrels and gathering old clothes; they have no money to buy.

How America will meet this condition, the world is waiting to see. The Negro, who represents about one-twelfth of the total population, constitutes from 40 to 60 per cent of the total number of unemployed. The jobs they have been accustomed to and were classed as Negro jobs are fast slipping from them and if it continues as in the past two years, Negro businesses and fraternal institutions will sink into oblivion and the morale of the race greatly weakened.—Negro Labor News.

President H. C. Trenholm, State Teachers College, Montgomery, Alabama; President J. F. Drake, A. and M. College, Normal Alabama; Messrs. G. F. Lewis, head coach; E. B. Campbell, assistant coach; C. J. Dunn, athletic director, Alabama State Teachers College; W. J. Moore, principal, High School, Birmingham, Alabama, and the Hornets of that state were given a cordial reception when they came by Prairie View on their way with the Hornets for the New Year's Day clash with the Panthers at Buffalo Stadium at Houston, Texas. The distinguished educators were introduced to students and teachers of Prairie View by Principal W. R. Banks and Dr. E. B. Evans, director of athletics. The visitors were escorted over the college plant by the reception committee. They saw every department of the college engaged in their regular work and were pleasantly surprised at the magnitude of the institution.

Having won every football contest in the conference this year as well as the one against the Alabama Hornets on New Year's Day, the Panthers are strutting proud over the championship recently awarded them by the conference. Coach Sam B. Taylor, no less than the college at large, evinces much satisfaction with the record of the Panthers for this year. Coach Sam B. Taylor has added lustre to his brilliant pigskin crown. The Panthers have grown in the confidence and esteem of all who love the drama of the gridiron; the athletic committee, headed by Dr. E. B. Evans, has won unbiased congratulations over the state for the support and encouragement given Coach Taylor and the Panthers throughout the season, and for the matchless triumph of the Panthers in capturing the championship.